

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 397. SOCIAL STUDIES STANDARDS - GRADE 2, SECTIONS 398 THROUGH 410.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 398. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Develop a personal calendar on a monthly basis. ii. Participate in a daily calendar activity (math meeting).
	b. Identify current events involving the community.	i. Create a newsletter. ii. Participate in spontaneous discussions.

	c. Create and interpret timelines.	i. Create personal timelines showing life's milestones. ii. Tell how a community has changed over time.
	d. Obtain information from a variety of sources.	i. Use Internet, atlas, dictionary, encyclopedia, newspaper, and multi-media resources.

### 399. EVOLUTION OF DEMOCRACY.

Evolution of Democracy standards do not apply at this grade level.

### 400. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Recognize that Native Americans were inhabitants of North America before colonization.	i. Read stories about Native American legends. ii. Draw pictures of Native American dwellings.
	b. Identify some contributions Native American people have made to the development of the United States.	i. Discuss how the Native Americans helped the Pilgrims survive. ii. Reenact the first Thanksgiving.
	c. Identify Native American tribes and discuss their cultures.	i. Invite guest speakers from Native American tribes. ii. Create a collage showing various Native American artifacts.

### 401. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Know that people come from different countries to live in the United States.	i. Invite guest speakers to share immigration stories. ii. Cut and paste pictures depicting people from around the world.
	b. Describe life during the Westward Movement and Pioneer America.	i. Read and listen to Laura Ingalls Wilder books. ii. Utilize computer software such as "The Oregon Trail" with an older "buddy."

### 402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.	a. Compare and contrast current transportation with transportation of the past.	i. Include types of transportation in a class timeline. ii. Draw a Venn diagram comparing transportation used in the past and present.

	b. Compare how jobs and tools have changed over time.	i. Visit a museum and compare and contrast tools, appliances, etc. ii. Make butter by hand in a jar.
	c. Identify ways machines and technology are used in homes, schools, and communities.	i. Make a list of machines that a student may use on a daily basis. ii. Take a field trip to a business. After the trip, make a list of the machines that were seen and describe how technology was being used.
	d. Explain the many types of communication used by people today and long ago.	i. Make a "then and now" poster showing how communication has changed. ii. Include communication inventions in a class timeline.

#### 403. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe war as a type of conflict.	i. Use role-playing to solve conflicts. ii. Read literature relating to conflict.
	b. Describe how individuals play a specific role during times of conflict.	i. Role-play an event in the life of a historical figure. ii. Listen and discuss stories about Abraham Lincoln and slavery issues.

#### 404. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.	i. Create a bar graph showing different groups students belong to. ii. Identify the country of origin of different sports such as soccer and football.
	b. Describe some family traditions.	i. Interview various family members and record family traditions. ii. Share family traditions with the class.
	c. Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.	i. Make booklets showing holiday traditions and symbols around the world. ii. Make an ornament representing a holiday celebration from another country.
	d. Identify similarities between different groups of people.	i. Create a Venn diagram showing similarities among groups of people. ii. Design a collage of activities children enjoy.

**405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying the contributions of George Washington and Abraham Lincoln. ii. Watch and discuss various videos about early American leaders.
	b. Tell who the Pilgrims were and why they came to America.	i. Listen to a story about the Pilgrims. ii. Reenact the voyage of the Mayflower.
	c. Know the meaning of the Pledge of Allegiance.	i. Recite the Pledge of Allegiance from memory. ii. Write a personal paragraph on what the Pledge of Allegiance means to the individual.
	d. Identify symbols of the United States such as the American flag.	i. View examples of the stages of the American flag. ii. Create the American flag in the various stages of history. iii. On a class timeline, show when Betsy Ross created the American flag.
	e. Name many of the responsibilities and rights of American citizens.	i. Hold a mock election correlating with a regular or city election. ii. Invite a police officer to discuss laws and their importance.

**406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Contrast the difference between a country, a state, and a city.	i. Design a mini book defining country, state, and city. ii. On a map, identify and label your city and the state of Idaho within the United States.
	b. Know that leaders may be elected or appointed.	i. Hold a mock election. ii. Vote on a classroom issue.
	c. Name the current President of the United States and the current Governor of Idaho.	i. Write a letter to the President and ask for an autographed picture. ii. Write a letter to the Governor and ask him what the responsibilities of a Governor are.
	d. Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.	i. Take a virtual tour of the White House on the Internet <a href="http://www.whitehouse.gov">www.whitehouse.gov</a> . ii. Locate Boise on a map.

**407. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the family and the classroom.	i. Brainstorm, determine, and display rules for the classroom. ii. Create a bar graph illustrating family duties.
	b. Recognize that there are consequences for following and breaking the rules of the family or classroom.	i. Brainstorm, determine, and display consequences of breaking classroom rules. ii. Write a paragraph on the consequences of breaking family rules.
	c. Recognize that communities have laws, why they are important, and know there are consequences.	i. Invite a police officer to the classroom to discuss laws and their consequences. ii. Reenact what would happen if there were no rules on the playground or in the classroom.
	d. Identify characteristics of good citizens and name historic and current people who exemplify these.	i. Describe the characteristics of President Lincoln and Martin Luther King. ii. Use periodicals such as Reader's Digest "Heroes For Today" to exemplify good citizenship.

**408. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify wants and needs of all families.	i. Name the three basic needs. ii. Illustrate the three basic needs.
	b. Define income and identify different ways to earn and save.	i. Develop a mock income using tokens earned in the classroom. ii. Create a pie graph illustrating where income goes.
	c. Know the difference between goods and services.	i. Write an advertisement for a product. ii. Write an advertisement for a service.
	d. Distinguish between producers and consumers.	i. Invite a farmer to the classroom to discuss the roles of a producer. ii. Take a field trip to a farm/ranch or factory.

**409. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Identify technology services in the community.	i. Name some ways technology provides services in your community. ii. Write a paragraph about what it would be like without modern day conveniences. iii. As a family project live without technology for 24 hours. Share experiences with class.

	b. Explain how natural resources affect economic activities in the local community.	i. Interview a family member or a friend in the community who works/worked in natural resources and write a paragraph describing their experiences. ii. Invite a person to the classroom to share experiences regarding farming, timber, or mining and how it affects their lives.
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#### 410. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify landforms, bodies of water, and human made features (cities, dams) on a map and globe.	i. Label a map identifying landforms. ii. Create a salt clay relief map featuring landforms and bodies of water.
	b. Know the cardinal directions and how to use the compass rose.	i. Identify items that are located on walls in classroom using different cardinal directions. ii. Following teacher's directions, point in cardinal directions in an increasingly rapid succession. iii. Use a map to show cardinal directions.
	c. Know that map symbols (key/legend, scale) represent a real object or place.	i. As a class draw a map of the classroom using a map key containing symbols describing classroom. ii. Draw a map of your bedroom using a map key containing four symbols describing bedroom.
	d. Know that boundary lines separate states.	i. Identify which states border Idaho. ii. Color and label a map identifying the state of Idaho, the forty-eight contiguous states, Hawaii and Alaska, and the Atlantic and Pacific Oceans. iii. Compare and contrast the size of Idaho to other states using simple terms such as bigger or smaller, near or far.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Know that physical characteristics affect settlement patterns.	i. Using a population map, show where the largest concentrations of people have settled. ii. Using references (Internet, literature), make a list of physical characteristics that might draw people to an area.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.\	a. Compare how environmental conditions affect living styles and clothing in different parts of the country.	i. Share stories with the class. ii. Draw pictures. iii. Find examples or make models of how people live in different environmental conditions.

	<p>b. Know that humans depend on the environment to meet their basic needs.</p>	<p>i. Make a list to describe what humans use to meet their basic needs.</p> <p>ii. Create a flow chart describing how food gets from the farm to the table.</p> <p>iii. Use multimedia to show the process that milk goes through before reaching the consumer.</p>
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